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AUTHOR Vaughan, Jean, Comp.
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ABSTRACT

A guide to the program in English as a second language (ESL) in the Federal Way, Washington, School District at the elementary, intermediate, and senior high school levels outlines program elements and requirements and suggests techniques and approaches for teachers of ESL. The progressive levels of language proficiency as indicated by the Language Assessment Scales are noted, and specific program goals, objectives, and skills are described in each of these categories: self-concepts and attitudes, listening, speaking, vocabulary, writing, spelling, grammar, and recreational and content reading. Notes are provided for the teacher on elements of classroom practice, ordering the reading lesson, content area comprehension techniques, study aids, and the SQ3R study method (surveying/questioning/reading/reciting/reviewing). A brief annotated bibliography is also included. (MSE)

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ENGLISH AS A SECOND LANGUAGE

Reading Strategies and Aids

FEBRUARY 8, 1985

Federal Way School District

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The primary focus of this pamphlet is to take "Reading" and look at it from two points of view: 1. intensive reading which is to extract information that is necessary for immediateresponse in content classes, and 2. pleasure reading.

The secondary focus is on a high school program which mainstreams its students quickly through the intensive reading approach. The ESL students meet the same requirements for graduation as the rest of the student body.

This pamphlet was compiled by Jean Vaughan, English Second Language teacher, Federal Way High School, Federal Way, Washington

TABLE OF CONTENTS

INTRODUCTION.....1

PROGRESSIVE LEVELS.....4

PROGRAM GOALS.....5

SELF-CONCEPTS AND ATTITUDES.....6

LANGUAGE ARTS.....8

- LISTENING.....8
- SPEAKING.....9
- VOCABULARY.....10
- WRITING.....11
- SPELLING.....12
- READING.....13
- READING FOR INFORMATION.....16

PRACTICE.....19

ORDERING THE READING LESSON.....21

TECHNIQUES.....23

STUDY AIDS.....24

SQ3R STUDY METHODS.....26

BIBLIOGRAPHY.....28

INTRODUCTION

The English As A Second Language (ESL) Program in the Federal Way School District serves students from diverse ethnic and socio-economic backgrounds. In the Spring of 1980 the ESL Program had an enrollment of 85 students, K-12. The following Fall, 125 students, K-12 had enrolled into the ESL Program. The diversity of their backgrounds and languages are wide and varied: it consists of Arabs, Cambodians, Chinese, Germans, Japanese, Koreans, Laotians, Portuguese, South American Spanish speakers, Thais and Vietnamese. At the present time District ESL enrollment is 100 students.

The District's ESL Program serves the students in two elementary ESL Centers, one junior high ESL Center and one high school ESL Center.

The ESL Program provides a learning environment in which the student will be able to participate in and contribute to situations and activities in school and community. Their cultures and languages are incorporated into the learning process and not forgotten. Their cultures and languages are an important part of their lives and self-image and is used as reinforcement towards learning about themselves and the world around them. Learning experiences such as walking around the school building and identifying the library, cafeteria, gym and office to something more advanced as filling out a job application or giving directions on how to find their home will develop the skills necessary to function effectively in the regular classrom and in the community.

The ESL Program provides specialized instruction and continual practice in listening, speaking, reading and writing of English through both small group and individual activities. It works cooperatively and in conjunction with the regular school program to meet the educational

needs of limited and non-English speaking students. By providing a meaninful curriculum in terms of their language and background, ESL students are given an equal opportunity to learn through the enhancement of self-concept and academic skills.

The ESL Program is designed for students who score 3 or more below on the Language Assessment Scales (LAS), and place at or below the 35-40 percentile rank on the District's standardized test in Reading and Language Arts and/or upon teacher recommendation.

The teacher in the program will be using an eclectic approach in language instruction. Eclectic, by definition, means selecting or choosing from various sources; it is not selecting one system but using the best elements from all systems. An eclectic approach is one that combines features of different programs and applies them imaginatively to each student's needs. Eclecticism does not involve choosing a little of this and a little of that in order to maintain variety. Rather, it involves intelligent choice and use of materials and techniques to develop basic reading skills according to the child's special learning characteristics and needs.

Whenever it is appropriate the teacher in the ESL Program will be helping students develop vocabulary and other language skills in different content areas. The teacher will reinforce concepts and skills taught in the regular classroom and plan an instructional program with the student's regular classroom teacher so that their language development, concept and content acquisition will progress simultaneously.

The ultimate goal of the program is to develop individuals who will achieve English proficiency at a level which enables them to function in the regular classroom.

The student will exit from the program when one or more of the follow-

ing is achieved; scoring 4 or above on the LAS, placing at or above 35 - 40 percentile rank on the District's standardized test in Reading and Language Arts and/or upon teacher recommendation.

PROGRESSIVE LEVELS

AS INDICATED BY THE LANGUAGE ASSESSMENT SCALES

Students in the ESL Program will be able to perform the following objectives in a progressive growth pattern. Levels listed are according to ability ranging from 0 - 3, 0 being the lowest level and 3 the highest.

Based on the LAS, the description of the oral production proficiency levels are as follow:

Level 0 - 1 Minimum Production

At level 1 the student produces only isolated words and expressions.

Level 2 Fragmented Production

At level 2 a few isolated phrases and fragmented or very simple sentences are produced.

Level 3 Labored Production

At level 3 complete sentences are produced with systematic errors in syntax and fact.

Level 4 Near Product Production

At level 4 the student produces coherent sentences with native-like fluency with only an occasional error in either syntax or vocabulary.

SELF-CONCEPTS AND ATTITUDES

GOAL: The student will appreciate his/her own culture, develop a positive attitude towards learning as well as a positive self-image.

LISTENING

GOAL: The student is able to listen effectively.

SPEAKING

GOAL: The student is able to speak effectively.

VOCABULARY

GOAL: The student is able to develop vocabulary in order to function effectively in a regular classroom.

WRITING

GOAL: The student is able to write effectively.

SPELLING

GOAL: The student is able to spell correctly.

GRAMMAR

GOAL: The student applies standards of grammar and usage.

READING

GOAL: The student is able to read and understand written materials at his/her appropriate level.

SELF-CONCEPTS AND ATTITUDES

GOAL: The student will appreciate his/her own culture, develop a positive attitude towards learning as well as a positve self-image.

OBJECTIVE: The student will be able to display a positive attitude toward the learning process.

SKILLS:

1. Demonstrating a positive attitude toward school subjects.
2. Valuing creative activities which express a person's knowledge.
3. Valuing the importance of accuracy in school work.
4. Showing respect for authority.
5. Following established rules
6. Demonstrating responsibility.
7. Voluntarily sharing interests.
8. Listening courteously in a group situation.
9. Cultivating an enthusiasm for immediate and lifelong learning experiences.
10. Developing habits of attendance and self-discipline that will help maximize their educational and occupational successes.

OBJECTIVE: The student will be able to display a positive attitude towards self and others.

SKILLS:

1. Showing respect and courtesy to self and others in interpersonal relationships.
2. Demonstrating care for another's feelings and physical well-being.
3. Showing respect for authority.
4. Demonstrating responsibility.
5. Voluntarily sharing interests.
6. Listening courteously in a group situation.

SELF-CONCEPTS AND ATTITUDES (Cont'd)

7. Acquiring an understanding that one is a unique but integral part of his/her culture and the new culture.

8. Exploring and evaluating occupational skills and careers that are compatible with the individual's interest and abilities.

9. Obtaining the basic survival skills needed to function as a contributing member of society.

10. Developing effective verbal and nonverbal interpersonal skills.

11. Developing an appreciation of artistic beauty and form.

12. Learning how to maintain their own physical and mental health.

OBJECTIVE: The student will be able to display a positive attitude towards his/her own and other cultures.

SKILLS:

1. Showing respect for the cultural heritage of people without making any value judgments.

2. Showing pride in one's own culture and respect for other people's cultures.

3. Participating in multi-cultural activities.

4. Valuing cultural pluralistic skills and ideals.

5. Acquiring and understanding that one is a unique but integral part of his/her culture and the new culture.

6. Developing an appreciation of artistic beauty and form.

LISTENING

OBJECTIVE		LAS LEVEL
1.	The student will be able to perceive differences in letter sounds and tonal emphasis. (Discrimination)	0
2.	The student will be able to infer from voice inflection or tonal emphasis. (Discrimination)	0
3.	The student will be able to demonstrate knowledge of vocabulary words.	0
4.	The student will be able to remember details and sequence. (Recall)	0, 1
5.	The student will be able to identify main ideas and select principle points. (Analysis)	1, 2
6.	The student will be able to draw conclusions, predict outcomes and understand new words from context clues. (Inference)	1, 2
7.	The student will be able to make an effective interpretation transfer to real life situations. (Evaluation)	1, 2, 3

SPEAKING

OBJECTIVE		LAS LEVEL
1.	The student will be able to repeat and pronounce letter sounds.	0
2.	The student will be able to repeat and pronounce modeled words, phrases and simple sentences correctly.	0, 1
3.	The student will be able to initiate simple questions and responses effectively.	0, 1
4.	The student will be able to express ideas clearly to others.	1, 2
5.	The student will be able to inquire, agree and disagree using simple sentence structure.	2
6.	The student will be able to initiate and participate in classroom conversation.	2
7.	The student will be able to relate and expand on experiences and ideas using proficient sentences.	2, 3
8.	The student will be able to give a presentation on a given subject using reference materials.	3

VOCABULARY

OBJECTIVE		LAS LEVEL
1.	The student will be able to understand and use survival vocabulary. (Teacher determined materials)	0
2.	The student will be able to develop content area vocabulary. (Teacher materials)	0, 1, 2, 3
3.	The student will be able to develop sight vocabulary. (Dolch Word Lit; Dale Check List)	0, 1, 2
4.	The student will be able to use context clues to derive and develop meaning of words. (Teacher materials)	2, 3
5.	The student will be able to derive meaning from the structure of a word or words. (Root words, prefixes, suffixes and compound words)	1, 2 3
6.	The student will be able to understand and use common expressions and idioms. (Teacher materials)	2, 3

WRITING

OBJECTIVE		LAS LEVEL
1.	The student will be able to reproduce correctly the numerals, the English alphabet in manuscript (Grades 1 - 2) and cursive (Grades 3 - 12)	0, 1
2.	The student will be able to reproduce modeled words, phrases and sentences.	0, 1
3.	The student will be able to express simple thoughts and ideas in written form.	1, 2
4.	The student will be able to develop a theme, topic or idea.	2, 3
5.	The student will be able to express his/her own ideas based on previously read or discussed story, experience or idea.	2, 3
6.	The student will be able to write critically on a given subject.	3

SPELLING

OBJECTIVE		LAS LEVEL
!.	The student will be able to spell at appropriate level.	0, 1, 2, 3

GRAMMAR

1.	The student will be able to use proper grammar and/or syntax appropriate to his/her level.	0, 1, 2, 3
2.	The student will be able to speak using proper grammar and/or syntax appropriate to his/her level.	0, 1, 2, 3
3.	The student will be able to write using proper grammar and/or syntax appropriate to his/her level.	0, 1, 2, 3

READING

1.	The student will be able to demonstrate specific reading readiness skills.	0
2.	The student will be able to use phonetic and structural analysis skills in decoding.	0, 1
3.	The student will be able to comprehend meaning of groups of words and longer passages through context.	1, 2
4.	The student will be able to read different forms of literature critically.	3

READING

GOAL: The student is able to read and understand written materials at his/her appropriate level.

1. OBJECTIVE: The student will be able to demonstrate specific reading readiness skills.

   SKILLS:

   1. Knowing left to right progression.
   2. Recognizing likenesses and differences in visual shapes.
   3. Focusing on a visual stimulus in the face of competing visual stimuli.
   4. Recalling visual images.
   5. Differentiating, organizing and interpreting information received through the eye.
   6. Knowing letter names and sounds.
   7. Relating sounds to symbols.
   8. Hearing and discriminating sounds of English.
   9. Possessing a listening and speaking vocabulary sufficient for reading material.
   10. Recognizing common language signals indicating change from singular to plural, present to past, etc.
   11. Understanding and carrying out simple directions given in English.

2. OBJECTIVE: The student will be able to use phonetic and structural analysis skills in decoding.

   SKILLS:

   1. Knowing sound-symbol correspondences in English.
   2. Using structural and phonetic clues.
   3. Associating written word with spoken word or with picture to indicate meaning.
   4. Selecting correct written word or sentence to correspond to spoken word or sentence.

3. OBJECTIVE: The student will be able to comprehend meaning of groups of words and longer passages through context.

SKILLS:

1. Understanding combinations of familiar words.
2. Guessing the meaning of a word in context.
3. Remembering sequence and details.
4. Identifying main idea.
5. Selecting principle points.
6. Making inferences of materials read.
7. Answering true-false, who, what, where, when questions based on reading.
8. Drawing conclusions.
9. Predicting outcome.

4. OBJECTIVE: The student will be able to read different forms of literature correctly.

SKILLS:

1. Recognizing factual accuracy.
2. Answering why questions based on reading.
3. Reading between the lines.
4. Discussing connotations of words and point of view.
5. Making value judgments.

5. OBJECTIVE: The student will be able to comprehend in different content areas such as math, science and social studies.

SKILLS:

1. Following directions.
2. Understanding specialized vocabulary.
3. Understanding style, organization and concepts.

READING (Cont'd)

4. Locating information.
5. Using media and symbolization.
6. Evaluating and organizing.
7. Retaining what is read.

Pages 16-22 contain excerpts from Rivers, Wilga (1978) Teaching "English" as a Foreign Language.

ENGLISH AS A SECOND LANGUAGE
Federal Way School Dist. #210

READING FOR INFORMATION

Some students may wish to learn merely to extract certain kinds of information from English texts (scientific, historical, political, philosophic, economic, sociological). They wish only to learn to decipher, to break the code sufficiently for their purposes.

Courses (and materials) can be designed to teach students to extract information from texts with only a recognition knowledge of basic grammatical relations[1] and of the commonly used function words (determiners, prepositions, conjunctions, pronouns, common adverbs, interrogative and negation words) -- words which commonly emerge among the first two hundred words in frequency lists. The students can then achieve their purpose with the help of specialized dictionaries of terms used in their particular fields of interest. Students can be taught to guess audaciously at the content. They then discuss the reasons for their guesses and reasons for the inaccuracy of some of these guesses.[2] From the beginning students read texts of interest to them carefully selected to provide a gradation of difficulty. In a course of this type the students do not want, nor expect, to learn fine points of pronunciation or aural-oral or writing skills, nor do they want to learn to read directly and fluently in the new language for pleasure. They gain their satisfaction from their ability to draw the information they want from the text rapidly, without attention to style.

These students need the following skills:

1. Complete control in recognition of points of grammar which impede comprehension of the written language.

One such problem area in English is the recognition of relative clauses. Unwary students may not realize that a relative clause may have no introductory relative word; hence, they may misinterpret sentences like the following:

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The lady Betty mentioned never appeared.

It is not hard to prepare food children like.

2. Knowledge of word formation which will help them to recognize the functions and nuances of meaning of words derived from the same radical.

They should be able to separate prefixes and suffixes and recognize the part of speech that is indicated by the suffix, as in the following examples:

Convenient, inconvenient
Understand, misunderstand
Exist, coexist
Interest, interesting
Kind, kindness
Bear, bearable, bearer
Discreet, indiscreet; polite, impolite; legible, illegible;
Regular, irregular
Sane, sanity; vain, vanity
Red, redden; Black, blacken, Strength, strengthen

They should be able to extract meaning from compound forms like the following:

Traffic light, tablecloth, landowner, tape deck
Breakthrough, takeoff, shootout
Overflow, update; downpour, blacklash, take-home pay
Footwear, carwash
Homemade, hand-woven

It is especially important for students to learn that compound meanings in English are frequently expressed by placing separate nouns side by side, e.g., bank account, hour hand, employment opportunities.

ACTIVITIES IN THE READING FOR INFORMATION CLASS

As soon as the students have acquired some skill in extracting information from an English text they may begin to work in small interest groups, in pair, or individually, according to temperament, as a supplement to

Rivers, Wilga (1978) Teaching "English" as a foreign Language

large-group guidance on aspects of written English. As time goes on, the proportion of small-group or individual work will increase. Large-group activity is gradually reduced to those occasions when students feel the need for further help in specific areas.

Every possibility for encouraging autonomous activity should be explored. One such avenue is the preparation of group projects centered around special interests.

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The English Second Language Program allows its students to proceed through the reading process to a practice stage level. At this level ESL students enter the mainstream or content area classes. It is in the mainstream that the students demonstrate their reading skills and strategies to derive meaning from the various disciplines: history, science, health, etc.

> Reading is of two kinds: intensive, where reading is linked with further study of grammar and vocabulary, and extensive, where students are on their own, reading for their own purposes or pleasure. In both cases texts are authentic writings by English-speaking authors. As students progress through this practice stage they read material of increasing complexity with a wider and wider range of vocabulary. A recognition vocabulary of about 3,600. This will, of course, be augmented by some specialized vocabulary associated with specific topics.

Through reading, the student becomes conscious of the fact that in English what has taken place can be expressed either in time value through the use of the simple past tense or as an aspect (a way of looking at an action or situation), where the verb phrase may combine tense with perfect, progressive, or perfect progressive forms.

She came to New York in 1939, and has lived there ever since. Although she never studied English in school, and has never learned to speak it well, she has made many friends in the city, particularly among people from her native country. She failed to get a license because of ther language, but her friends have helped her get enough work to live on.

Came, studied, failed are simple past tense: they refer to events which took place at a definite time in the past and can be dated. Has lived, has learned, has made, have helped all refer to actions which were begun in the past but which continue to be carried on or to have relevance in the present.

In a more formal style:

> The 1960s had been a decade of liberation. Women have been swept up by that feeling along with blacks, Latins, American Indians, and poor whites. The result for women has been a growth of a new

Rivers, Wilga (1978) Teaching English as a Foreign Language

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PRACTICE (Cont'd)

> women's movement . . . This new movement has criticized almost every part of American Society and has rejected many old assumptions about the nature and role of women. A short time ago the movement was concerned about male chauvinism and psychological oppression; now it is concerned with understanding the economic and social roots of women's oppression. But the most important change of all has been the loss of fear . . . .
>
> Marlene Dixon, "Why Women's Liberation?"

To make students more aware of the distinction between simple past tense and present perfect forms, they may be asked questions like the following:

1. What does the perfect verb form in the first sentence tell you about the date of writing of the selection?
2. What would be the effect of changing has been, has criticized, has rejected to simple past tense?
3. Why does the author change from present perfect to simple past in was concerned? Why does she change back to the present perfect in the last sentence (has been)?

Focusing the students' attention on the choices of verb forms in well-written passages will make the English way of expressing past action, and specifically the distinctive uses of the simple past (went), the present and past perfect (have gone and had gone), the past progressive (have been going and had been going) appear more rational and meaningful. Many other problems of English usage are also more efficiently studied through the thoughtful a analysis of a text than through the study of a rule illustrated by examples detached from the wider context of interacting rules. Nor is translation of sentences into English especially effective when the students' native language does not make a particular distinction in parallel fashion.

Look for passages of English which show clearly the difference between the simple tenses (present or past) and the progressive aspect (present or past). Work out questions which would bring a student to an understanding of this distinction.

Rivers, Wilga (1978) Teaching English as a foreign language

ORDERING THE READING LESSON

Because students have learned to associate sound and symbol in their native language, it does not follow that they know how to extract the full meaning from what they see in print. For the teacher the reading lesson or reading assignment has six parts:

1. Selection of suitable material at an appropriate level of reading difficulty for this particular group of students; selection of the right amount of material for the time available and for arousing and maintaining interest in the content of the text.

2. Preparation by the teacher who checks on: The necessary background information; words which need explaining (and how best to explain them: by visual aid, action, English definition or synonym, or translation); structural complications; obscurity of meaning or allusion; and the most effective way to arouse interest in this particular text.

The teacher who has prepared the material ahead of time can often slip some of the unfamiliar vocabulary into class discussions and exercises in a preceding lesson, or can center an oral lesson around a semantic area relevant to the reading text, thus not only introducing useful vocabulary but also preparing students unobtrusively for intelligent guessing when they are face to face with the text. A review of certain grammatical features may refresh the students' memory so that comprehension is not impeded by structural complexity.

3. Introduction of the material to the students. This introduction may take the form of the provision of background information or some explanation of cultural differences; either directly -- visual or orally -- or indirectly, during some other activity when the students

may have been given the opportunity to find out information which will be useful for a later reading lesson. Stimulating the students' own thinking about the central issue or problem helps them to anticipate the probable meaning of unfamiliar vocabulary.

4. Reading. The cardinal principle for each approach is that it should encourage students to keep looking ahead for meaning rather than stopping at each word to seek an exact native-language equivalent.

5. Discussion. It is at this point that the teacher is able to gauge and increase the student's overall comprehension of the passage, not by explaining and restating, but by encouraging the student to go back to the passage and look into it more carefully. Example: Cloze Procedure Technique.

6. Application. Reading is not an isolated activity. In a social studies class it should lead to something, and thus be integrated with the improvement of all skills.

TECHNIQUES FOR COMPREHENSION IN THE CONTENT AREA

1. Have students keep a notebook.
2. Give students a synopsis or overview of the chapters they will be reading. Write it out and hand it to them.

   At this time have the students take the synopsis and break into small groups. A brainstorming session will take place to find out what they already know about the subject.
3. Define key vocabulary and use word association

   Have the students use a thesaurus to find a synonym, that they may be more familiar with. Have them use their dictionaries to assist with meaning, remind them that the true meaning comes out of the context.
4. Outline important information on the board from lesson instruction or discussion.

   This outline information will contain information for the Cloze Procedure assignment and testing. It also gives the students hand-on information to study for recall.
5. Use a time line that can be continued in the notebook.
6. Use films, maps and pictures to get your concepts across.
7. Using the Cloze Procedure have the students go back over the chapter and fill in the necessary information. (Open book or from the outline)
8. Simple crossword puzzles may be constructed by different students. Students may use definitions they find in mono-lingual dictionaries, thus giving them a purposeful activity.
9. Students could sequence events as a summary to the chapter - another way of reinforcing the technical vocabulary and making sure it is retained.
10. If a student is not able to write the traditional answers maybe he can illustrate it in another way.

Graphic Aids

These include maps, diagrams, charts, tables, graphs, pictures, cartoons and time lines. The students need to be aware of the purpose that the graphic aid serves in relation to the concepts being discussed. Discuss the purpose of the aid, meaning of the scale, key and the relationship of the visual aid to the textual material.

Aids Within the Printed Text

Aids found within the text of a passage give direct assistance to the student in understanding unfamiliar terms. These aids are:

- italicized words
- parenthetical definitions
- contextual clues
- pronunciation keys
- marginal notations
- footnotes
- illustrations

Word Lists

Word lists are composed of technical terms or key words pertinent to the understanding of concepts presented within the text. These words are usually printed at the beginning or end of the selection. One technique is to have the students skim a page to locate these key words.

Glossary

The glossary lists some of the more difficult words within the text. A good technique would be to use this during classroom discussions. Often students are unaware this study aid exists.

Helpful Hints for the Student

1. Read actively - answering your own as well as the author's questions.
2. Underline important terms.
3. Read all graphic aids.
4. Use questions to keep your mind on what you are reading.
5. After each section, summarize the important ideas.
6. Review by doing all the steps above, and:
   a. Re-survey the headings and summary.
   b. Review notes and see if you can make them clearer.
   c. Re-read for further information.

STUDY AIDS (Cont'd.)

We As Teachers Should

1. Be sure our students are aware of the purpose for the reading.
2. Encourage students to develop a study method.
3. Teach students to select ideas to remember through the use of a study guide. An example would be the SQ3R Study Method. See attached sheet.
4. Have students break into small groups to discuss a given topic. Students may feel more confident sharing experiences in a small group.
5. If we are planning to lecture, take the time to prepare a synopsis of our lecture and pass it out to the students. A hands-on activity is helpful to study later.
6. Teach outlining skills. The student needs to be able to locate main topics, subtopics and additional supporting detail and record them in the correct form.
7. Choose our comprehension questions carefully. ESL students need to have questions at the literal and interpretative level, especially interpretative. The ESL student has had very little practice at the applied level and will need a model and guidance to be successful.

THE SQ3R STUDY METHOD

Many students develop their own study techniques and approaches to content material. These students may do an outstanding job in studying informative material using different methods; however, there are also many students who need additional instruction in how to study. The SQ3R method (Survey, Question, Read, Recite, Review) by Robinson is one of several which can be utilized for self-instruction.

1. Surveying provides a general picture of what will later be studied in detail. Quickly read through the following parts of the book.

   A. Title
   B. Introduction
   C. Headings
   D. Vocabulary words
   E. Visual aids
   F. Summary
   G. Questions

II. Questioning helps learning by giving it a purpose.

   A. Keep asking your own questions.

      1. Turn headings into questions.
      2. Form questions from the introduction and summary.
      3. Write these questions down until you learn to do it mentally as a regular habit.

   B. Use questions asked by the author.

      1. Look for questions in the chapter, under pictures and at the end of the section.
      2. Remember the questions you surveyed at the end of the chapter.
      3. Review the questions in the workbook if one is used.

III. Reading effectively requires that you do the following:

   A. Read actively, not passively, answering your own and the author's questions as you go along.
   B. Note especially important terms. Underline or take notes.
   C. Read everything, including tables, graphs and other illustrative materials.
   D. Use your questions to keep your mind on what you are reading. Do not let yourself be distracted until you are finished.

IV. Reciting is a well-established aid to learning

   A. It should be done while reading a book in order to remember what is being read.
   B. The amount of recitation depends on the kind of material.

      1. Up to 90% or 95% of study is for memorizing disconnected material such as rules, items, laws or formulas.

2. As little as 20% or 30% of study is for well organized story-like material such as literature, history or philosophy.

C. Recitation should be done as follows:

1. After each section, summarize the main idea and the important details.
2. In general, immediately summarize the important ideas after finishing the assignment.

V. Reviewing consists of the steps above and the following:

A. Before closing the book, resurvey the heading and summary to see if you remember the important ideas.
B. Review your notes briefly and add anything that will make them clearer to you.
C. Reread any sections which are not clear to you.
D. Reviewing should be done at the following times:

1. Immediately after studying something; then it should be fairly brief and consist mainly of recitation.
2. Once or twice in between the first and final review, when it should emphasize rereading for recall.
3. Intensively in preparation for an examination when reviewing should emphasize recitation and rereading.

READING IN THE CONTENT AREA

Annotated Bibliography

Reading in the Content Areas

Reading effectiveness program/guide for middle and secondary school program planning. Division of Reading Effectiveness, Indiana Dept. of Public Instruction, Harold H. Negley, Superintendent, 1980.

A complete guide to help you plan instruction. It includes helping students understand content area materials, study skills, comprehension skills and vocabulary development.

Reading K-6

Long Beach Unified School District, W. Odie Wright, Superintendent, edited and published by Instructional Services Division, 1975.

This program is a diagnostic-prescriptive approach to instruction. It uses organizational and grouping patterns that promote individualization. Provides a program of pre-reading skills which promotes development of the listening, oral language, motor and auditory-visual perception skills needed for successful reading. Provides opportunities for the extension and use of reading skills as the pupil reads in content areas.

Student Learning Styles

Diagnosing and Prescribing Programs, National Association of Secondary School Principals, 1979.

Student learning style challenges the premise of open classrooms, and argues for an eclectic instructional program. Advocates designing educational structures and materials that respond directly to the individual student's learning tendencies.

Reading Strategies

Goodman, Yetta, Burke, Carolyn, Published by Holt, Rinehart and

ENGLISH AS A SECOND LANGUAGE
Federal Way School Dist. #210

Winston, New York, 1980.

This book provides examples of possible lessons, which are intended to serve as guidelines for new teachers or teachers new to a comprehension centered reading curriculum.

ENGLISH AS A SECOND LANGUAGE
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